Grade (4) class: ……………………… Date:………………………………… present :………… Absent: ………….. Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Chapter 1	lesson 1 - Review Digit, Numeral, Number	**LEARNING OBJECTIVES** • Students will explain the difference between a digit, number, and numeral. • Students will discuss how the value of a digit can change. **KEY VOCABULARY** digit, number, numeral	**BUILD** **In the first lesson of Primary 4, students explore large numbers in relation to ants. These large numbers launch the unit as students develop a common and strong understanding of mathematical language for discussing numbers. They then apply their understanding to large numbers and their values.**	Pages 18 - 22	Shoulder Partners - Relay Race	Write each number in the appropriate column. Some may go in more than one column. 983 thirty-seven six 9 seventy-five 2,300,540 one hundred 0	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 3 - 6	Nine is ………….. (digit , number ,numeral)

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: ……………………… Date:……………………………… present :………… Absent: ………….. Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Number Sense and Operations	Chapter 1	lesson 2 - Really Big Numbers!	**LEARNING OBJECTIVES** • Students will identify all whole number place values through the One Milliard place. • Students will explain how the value of a digit changes based on its place in a number. **KEY VOCABULARY** digit, milliard, period, place value	**BUILD** **In this lesson, students review place value concepts they learned in Primary 2 and Primary 3 and apply that learning to building understanding of place value through the One Milliard place. They play a game to practice creating, reading, and writing large numbers.**	Pages 23 - 27	Shoulder Partners - Relay Race	1. In the numeral 234,568 what digit is in the • Tens place? • Hundred Thousands place? • One Thousands place? 2. Using the following number, complete the directions: 1,542,345,678 • Underline the digit in the Ten Millions place. • Draw a square around the digit in the One Milliards place. • Circle the digit in the Hundreds place.	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 7 - 9	The place value of 3 in 23457891

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (4) class: …………………… Date:……………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Chapter 1	lesson 3 - Changing Values	**LEARNING OBJECTIVES** • Students will explain how the value of a digit changes as it moves to the left in a whole number. • Students will describe patterns they observe in changing place values. **KEY VOCABULARY** amateur, milliard, myrmecologist, period, place value	**BUILD** **In this lesson, students deepen their knowledge of place value. They build on what they learned in Lesson 2 and begin to develop understanding that a digit's value changes as it moves to the left within a numeral. They analyze and describe patterns they see in changing values as they begin to investigate relationships between place values.**	Pages 28 - 35	Shoulder Partners - Relay Race	1. What is the value of each of the following: a. 2 in the Tens place? b. 7 in the Hundreds place? c. 30 Tens? d. 60 Thousands? 2. How does the value of a 7 change as it moves from the Tens place to the Hundreds place? Use what you know about place value to explain your thinking	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 10 - 14	The value of 9 in million place

Teacher's Self Reflection ☐   Exceeds expectations ☐ | Meets expectations ☐   Sometimes Meets Expectations ☐ | Below Expectations ☐

Grade (4) class: ……………………..   Date:………………………….   present :………..   Absent: …………..   Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Chapter 1	lesson 4 - Review Comparing Values	**LEARNING OBJECTIVES** • Students will explain the relationship between a given place value and the place value to its left. • Students will use multiplication to compare place values. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** **in this lesson, students connect their understanding of place value to multiplicative comparisons. They solidify their understanding that a place value to the left of another is 10 times greater** www.Cryp2Day.com موقع مذكرات جاهزة للطباعة	Pages 36 - 41	Shoulder Partners - Relay Race	4. In which place is the 3 that has a value 10 times greater than the 3 in the Ten Thousands place? 5. In which place is the 3 that has a value 100 times greater than the 3 in the Ones place? 6. How many times greater is the value of a number in the One Thousands place than a number in the Tens place? Use an example to support your thinking.	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 15 - 18	(4 hundreds , 9 tens , 3 ones) × 100 = ………

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… **Date:**……………………………… **present :**………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Chapter 1	lesson 5 - Many Ways to Write	**LEARNING OBJECTIVES** • Students will write numerals in standard, word, and expanded forms. **KEY VOCABULARY** expanded form, standard form, word form	**BUILD** **In this lesson, students write numbers to the One Milliard place in standard, expanded, and word form by generating their own numbers with number cards. They create the greatest possible number with given digits and then compare with a partner, analyzing specific place values with their partner. Finally, students reflect on how writing in expanded notation shows the true value of a number.**	Pages 42 - 47	Shoulder Partners - Relay Race	1. Write the word form of 48. 2. Write the standard form of three hundred seventy. 3. Write the standard form of 20,000 + 7,000 + 400 + 20 + 2. 4. Write the word form of 700,000 + 60,000 + 20 + 9. 5. Write the expanded form of 50,391.	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 19 - 23	Write the word form of the number 200100500

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………… Date:………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Number Sense and Operations	Chapter 1	lesson 6 - Composing and Decomposing	**LEARNING OBJECTIVES** In this lesson • Students will compose and decompose numerals in multiple forms. **KEY VOCABULARY** compose, decompose, decomposed form, expanded form, standard form, word form	**BUILD** **In this lesson, students practice reading large numbers, and then work to understand the terms compose and decompose. They connect composing and decomposing numbers to the work they did in Lesson 5 as they decompose numerals using a combination of expanded form and multiplicative representations of place value.**	Pages 48 - 55	Shoulder Partners - Relay Race	1. Composed 6,124,030,420 Decomposed………. ……………………………… 2. Composed ………. Decomposed (7 x 1,000,000,000) + (5 x 10,000,000) + (4 x 10,000) + (3 x 1,000) + (5 x 100) + (9 x 1) 3. Decompose the numerals that follow using expanded form. *- 105,208 *- 2 million, 277 thousand, 191	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 24 - 28	Decmpose the number 200100500

Teacher's Self Reflection ⬭ Exceeds expectations ⬭ | Meets expectations ⬭ Sometimes Meets Expectations ⬭ | Below Expectations ⬭

Grade (4) class: ………………………   Date:…………………………………   present :…………   Absent: …………….   Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit 2	lesson 1 - Properties of Addition	**LEARNING OBJECTIVES** • Students will identify the properties of addition and subtraction. • Students will explain the properties of addition and subtraction. • Students will investigate to determine whether the properties of addition apply to subtraction. **KEY VOCABULARY** addend, Additive Identity Property, Associative Property, Commutative Property, minuend, property, subtrahend	**BUILD** In this lesson, students learn the Commutative, Associative, and Additive Identity Properties of Addition. They build understanding of each property, learn how the properties help them solve addition problems, and apply each property to create and solve equations. They also investigate whether the same properties apply to subtraction, confirming or reining their predictions afterward.	Pages 114 - 119	Shoulder Partners - Relay Race	**Solve the following problems.** **1. 2,345 + 0** **2. 0 + 12,567,109** **3. What did you notice about the problems?** **4. Write a definition of the Additive Identity Property in your own words.**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 59 - 63	Solve using addition properties : 18 + 35 + 82 + 65

Teacher's Self Reflection ⬜   Exceeds expectations ⬜   Meets expectations ⬜   Sometimes Meets Expectations ⬜   Below Expectations ⬜

Grade (4) class: …………………… **Date:**……………………………… **present :**………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
											Teacher's Choices	
Maths	Number Sense and Operations	Unit 2	lesson 2 - Review Mental Math Strategies	**LEARNING OBJECTIVES** • Students will apply a variety of strategies to add and subtract mentally. • Students will explain the importance of mental math skills. **KEY VOCABULARY** benchmark numbers, estimate, mental math, round	**BUILD** In this lesson, students explore a variety of mental math strategies and discuss why it is important to be able to add and subtract mentally. Rounding and estimation have already been explored, so this lesson introduces additional strategies. These strategies are referenced throughout the year as tools to help solve problems mentally and assess the reasonableness of computations. Help students maintain a toolkit of strategies by creating and displaying anchor charts they can reference over time.	Pages 120 - 126	Shoulder Partners - Relay Race	1. 304 + 399 = 703 Student explanation: I used Compensate to Make a Benchmark. I thought of 399 as 400. 304 + 400 is 704 but I added one too many, so I took one away to get the sum. 704 – 1 = 703.	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 64 - 67	Use mental math to find : 999 + 354

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………   Date:……………………………   present :……….   Absent: ……………   Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
												Teacher's Choices
Maths	Number Sense and Operations	Unit 2	lesson 3 - Addition with Regrouping	**LEARNING OBJECTIVES** • Students will add multidigit whole numbers. • Students will estimate to determine if their answer is reasonable. **KEY VOCABULARY** algorithm	**BUILD** In this lesson, students begin with an error analysis problem that reviews the Identity Property and reinforces that it does not apply to subtraction. Students review and practice the standard algorithm for solving addition problems with regrouping. Students should recognize that all of the addition strategies they have learned are available for their use, though they may need additional practice with some of the strategies. Students also use rounding as a form of estimating to check the reasonableness of their answers.	Pages 127 - 132	Shoulder Partners - Relay Race	1. A colony of ants is on a march through the jungle looking for food. On this march they made 2 bridges. The first bridge is composed of 142 ants. The second bridge is composed of 165 ants. How many ants were needed for both bridges? Show your work. Then, explain how you know your answer is reasonable.	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 68 - 72	Round to estimate the sums. Then, solve the problems to find the exact answer. 214 + 369

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: …………………… **Date:**……………………………… **present** :………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit **2**	lesson **4** - Subtraction Strategies	**LEARNING OBJECTIVES** • Students will use decomposition of numbers to subtract multidigit whole numbers. • Students will explain the importance of finding patterns and relationships in mathematics. **KEY VOCABULARY** difference, minuend, subtrahend	**BUILD** In this lesson, students begin with a Number Talk to help them mentally solve addition problems. Number Talks require students to think deeply about problems without pencil or paper in order to better develop their number sense and flexibility with solving problems mathematically. Students then use decomposition of numbers to subtract.	Pages 133 - 140	Shoulder Partners - Relay Race	**Solve the problems using a strategy of your choice.** *- 734 – 243 *- 6,245 – 2,400 *- 839 – 199 *- 5,200 – 2,201	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 73 - 76	Solve the problems using a strategy of your choice. 456 - 331

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… **Date:** ……………………………… **present** :………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Number Sense and Operations	Unit 2	lesson 5 - Subtraction with Regrouping	**LEARNING OBJECTIVES** • Students will use place value to subtract using the standard algorithm. • Students will subtract with regrouping. • Students will estimate to check the reasonableness of their answers. **KEY VOCABULARY** algorithm, regroup	**BUILD** In this lesson, students review and practice the standard algorithm for subtraction, drawing place value representations to help support the decomposition of each place into smaller units.	Pages 141 - 146	Shoulder Partners - Relay Race	1. A trap jaw ant wanted to cross a river that was 3,548 cm across. The ant had already swum 1,672 cm. How much farther does the ant have to go? 2. A fire ant colony 255,000 ants. A Gigantisms destructor ant colony has 6,200. What is the difference between the size of the two colonies?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 77 - 76	Solve the problems using regrouping 456 - 331

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………….   Date:…………………………….   present :………..   Absent: …………..   Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit 2	lesson 6 - Bar Models, Variables, and Story Problems	**LEARNING OBJECTIVES** • Students will use letters to represent unknown quantities in equations. • Students will use bar models to represent and solve story problems. • Students will solve for the variable in an equation. **KEY VOCABULARY** bar model, variable	**BUILD** This lesson combines concepts students have explored in isolation—bar models, variables, and story problems. Students apply their understanding of each element to investigate the importance of maintaining balance in equations. Students use bar models to identify the unknown information in story problems, create equations to represent the mathematics in story problems, and solve to find the unknown. Because there is an inverse relationship between addition and subtraction, some students may use subtraction to solve the problems, while others will use addition. Both approaches are valid as long as the unknown is found and the equation remains balanced.	Pages 156 - 164	Shoulder Partners - Relay Race	**1. There are 5,328 ants in the colony. In the colony, 2,164 ants are females and the rest are males. How many male ants are in the colony?**	Maths book	Allow students a moment to share their thoughts with a partner.	**Pages 85 - 92**	Create a bar model to solve the following problems. $14,000 - n = 6,000$

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… **Date:**…………………………… **present** :………… **Absent:** ………….. **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Number Sense and Operations	Unit 2	lesson 7 - Solving Multistep Story Problems with Addition and Subtraction	**LEARNING OBJECTIVES** • Students will solve multistep story problems. • Students will explain how they solved multistep story problems. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** In this lesson, students focus on the strategy of finding the "hidden" question in multistep story problems. They solve and explain the steps to solve multistep story problems with addition and subtraction.	Pages 165 - 171	Shoulder Partners - Relay Race	**Hidden Question Answer the following questions:** 1. Omar found a website created to study ant colonies. He saw that there were 1,025 ants in Colony A on Wednesday. On Friday, 101 ants leave the colony. How many ants are left in Colony A?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 93 - 99	Create a bar model to solve the following problems. n – 3215 = 6,000

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… **Date:**……………………………… **present** :………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 1 - Ant Travel	**LEARNING OBJECTIVES** • Students will explain the relationship between metric units of length. • Students will convert between metric units of length. **KEY VOCABULARY** centi-, centimeter, convert, decompose, kilo-, kilometer, length, meter, metric system, milli-, millimeter	**BUILD** In this lesson, students discuss why measurement is important and what types of things we measure using units of length. They compare the relationships among millimeters, centimeters, meters, and kilometers and learn how to convert between units. Students complete conversion tables between units and answer story problems connecting back to their knowledge of ants.	Pages 192 - 198	Shoulder Partners - Relay Race	**Metric Units View and discuss the Metric Conversion chart with your Shoulder Partner.** Kilo- 1,000 units Hecto- 100 units Deca- 10 units Unit 1 unit Deci- 1/10 unit Centi- 1/100 unit Milli- 1/1,000 unit	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 103 - 108	3 Km = ………………… m

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… **Date:** ……………………………… **present :**……….. **Absent:** …………… **Students' total number:** ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 2 - The Weight Can Wait	**LEARNING OBJECTIVES** • Students will explain the relationship between metric units of mass. • Students will convert between metric units of mass **KEY VOCABULARY** grams, kilograms, mass, weight	**BUILD** In this lesson, students review mass and convert between grams and kilograms, the most common units of mass. They begin with an error analysis of a mistake commonly made during conversions of units of length. Students work with conversion tables and story problems to further their understanding of mass.	Pages 199 - 204	Shoulder Partners - Relay Race	Work with a partner to complete the conversions. Use the previous example to help you. 1. 3 kg = _____ g 2. 8 kg = _____ g 3. _____ kg = 5,000 g 4. 4 kg = _____ g 5. _____ kg = 30,000 g	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 109 - 113	3 Kg = ……………… gm

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………….. **Date:**……………………………. **present** :……….. **Absent:** …………. **Students' total number:** ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 3 - Fill It Up	**LEARNING OBJECTIVES** • Students will explain the relationship between metric units of capacity. • Students will convert between metric units of capacity. **KEY VOCABULARY** capacity, liter, milliliter, volume	**BUILD** In this lesson, students investigate metric units of capacity. They examine a scaled cylinder to determine that 1,000 milliliters is equivalent to 1 liter. They then convert different measurements and create tables to identify patterns when converting between milliliters and liters. Students look at a recipe with a combination of weight and capacity measurements and decipher between the two units. When solving story problems in this lesson, students must first convert to common units before solving. Finally, students check their understanding of measurement terms for each type of measurement covered in Lessons 1–3.	Pages 205 - 211	Shoulder Partners - Relay Race	**Work with a partner to solve the problems.** 1. 6 L = _____ mL 2. 9 L = _____ mL 3. _____ L = 6,000 mL 4. 3 L = _____ mL 5. _____ L = 10,000 mL	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 114 - 119	4000 ml = …………… L

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………… **Date:** …………………………… **present** :……… **Absent:** ………… **Students' total number**: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 4 - Measurement and Unit Conversions	**LEARNING OBJECTIVES** • Students will compare place value relationships and measurement conversions. • Students will use multiplication and division to convert units of measurement. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** In this lesson, students synthesize their understanding about metric conversion and explore connections to the place value system. Students use the Metric Conversion chart, introduced at the start of this unit, to convert between metric units and to solve real-world problems.	Pages 212 - 220	Shoulder Partners - Relay Race	Work with a partner to solve the problems. 1. 200 centimeters is equivalent to …………… meters and ……………… decimeters. 2. 4,000 grams is equivalent to ……………. decagrams and ………………. hectograms. 3. 2 liters is equivalent to ………………centiliters and …………………… milliliters	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 120 - 125	40 g = …………………. dag

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………   Date:………………………………   present :………   Absent: …………   Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit-3	lesson 5 - What Time Is It?	**LEARNING OBJECTIVES** • Students will tell time to the minute. • Students will explain relationships between units of time. **KEY VOCABULARY** analog, decade, digital, elapsed, ratio table *www.Cryp2Day.com* موقع مذكرات جاهزة للطباعة	**BUILD** In this lesson, students review telling time on an analog clock. Then, they look at the units involved in telling time and use ratio tables to compare seconds to minutes, minutes to hours, hours to days, and days to weeks. Students use these ratio tables to help them complete conversion problems and apply their knowledge to solve time conversion story problems.	Pages 230 - 237	Shoulder Partners - Relay Race	**Solve the conversion problems using the ratio tables above.** 5. 10 hours 30 minutes = ………… minutes 6. 6 minutes 15 seconds = ………… seconds 7. 4 days 20 hours = ………… hours	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 127 - 133	5 days = ……………… hours

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… Date:…………………………… present :………… Absent: ………….. Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Concepts of Measurement Maths		Unit 3	lesson 6 - How Long Does It Take?	**LEARNING OBJECTIVES** • Students will explain elapsed time. • Students will solve elapsed time problems. • Students will explain the strategies they use to solve elapsed time problems. **KEY VOCABULARY** conversion, elapsed time, open number line	**BUILD** In this lesson, students explore the concept of elapsed time in bare number problems as well as story problems. Students apply what they learned about converting units of time and explore different strategies to model and solve problems involving elapsed time.	Pages 238 - 244	Shoulder Partners - Relay Race	*. Jana and Maha have 5 hours to watch three movies that last 1 hour and 22 minutes; 2 hours and 12 minutes; and 1 hour and 57 minutes. Do the girls have enough time to watch all three movies? How do you know?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 134 - 138	3:25 + 45 minutes = ………………………

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: ……………………… **Date:**………………………… **present** :………. **Absent:** …………. **Students' total number**: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 7 - Scaled Measurements	**LEARNING OBJECTIVES** • Students will create line plots to represent given data. • Students will select an appropriate key and scale for a line plot. • Students will write questions that can be answered by their line plots. **KEY VOCABULARY** line plot, scale	**BUILD** In this lesson, students review line plots to represent a set of measurement data. They create their own line plots with a measurement scale based on a given set of ant data. Then, they analyze the line plots to draw conclusions and answer questions about the data.	Pages 245 - 254	Shoulder Partners - Relay Race	 **1. What does this line plot show?** **2. What does each X represent?** **3. How many students are represented?**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 139 - 145	6:15 + 4:25 = ………………………

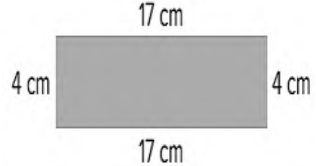www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… **Date:** ……………………… **present :** ………… **Absent:** …………… **Students' total number:** …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Concepts of Measurement	Unit 3	lesson 8 - Measuring the World around Me Part 1	**LEARNING OBJECTIVES** • Students will add and subtract to solve problems. • Students will solve story problems involving measurement. • Students will apply a variety of strategies to solve story problems. **KEY VOCABULARY** Review vocabulary as needed	**BUILD** In this lesson, students use addition and subtraction to solve multistep story problems involving length, mass, capacity, and time. Students demonstrate flexibility using a variety of strategies and reflect on which strategies are most effective and efficient for them.	Pages 262 - 267	Shoulder Partners - Relay Race	1. The potatoes Aya bought weighed 2 kilograms 920 grams. Her onions weighed 1,075 grams less than the potatoes. How much did the potatoes and onions weigh together?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 147 - 151	2 Kg + 200 Gm = ……………… gm

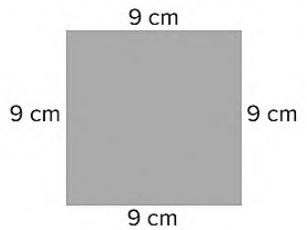www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………… **Date:**…………………………… **present** :……… **Absent:** ………… **Students' total number**: ………

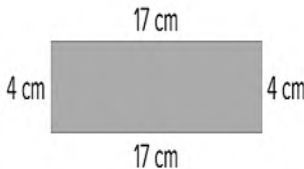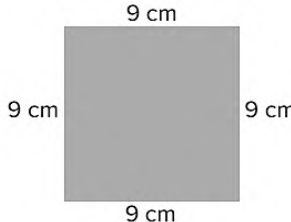| Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Concepts of Measurement	Unit 3	lesson 9 - Measuring the World around Me Part 2	**LEARNING OBJECTIVES** • Students will multiply and divide to solve problems. • Students will solve story problems involving measurement. • Students will apply a variety of strategies to solve story problems. **KEY VOCABULARY** Review vocabulary as needed	**BUILD** In this lesson, students use multiplication and division to solve multistep story problems involving length, mass, and capacity. The multiplication and division problems focus on facts 1–12 and multiples of 10. Students apply a variety of strategies and identify the most effective and efficient ones for them.	Pages 268 - 275	Shoulder Partners - Relay Race	Ahmed has a 12-meter-long piece of wood. He wants to cut it into 3 equal lengths. How long should each cut piece be in meters? How long will each of these pieces be in centimeters?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 152 - 157	2 m + 20 cm = ……………… cm

Grade (4) class: ……………………… Date:……………………………… present :………… Absent: …………. Students' total number: ……….

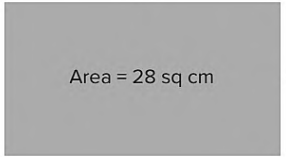| Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit 4	lesson 1 - Marching Ants	**LEARNING OBJECTIVES** • Students will define perimeter. • Students will use formulas to calculate the perimeter of rectangles. • Students will explain how to calculate perimeter **KEY VOCABULARY** formula, length, perimeter, quadrilateral, scale, sum, width	**BUILD** In this lesson, students review how to find the perimeter of a rectangle with visual models and learn and apply the formula for calculating perimeter. They review the definition of a quadrilateral and discuss why a square is a special type of rectangle. They apply their understanding to story problems.	Pages 294 - 300	Shoulder Partners - Relay Race	**1. Use the P = l + w + l + w formula to calculate the perimeter of the shapes. Show your work.** 17 cm / 4 cm / 4 cm / 17 cm **2. Use the P = l + w + l + w formula to calculate the perimeter of the shapes. Show your work.** 9 cm / 9 cm / 9 cm / 9 cm	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 161 - 166	The perimeter of a square of side length 5 cm = ………… cm

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Grade (4) class: …………………… Date:…………………………………… present :………… Absent: …………… Students' total number: …………

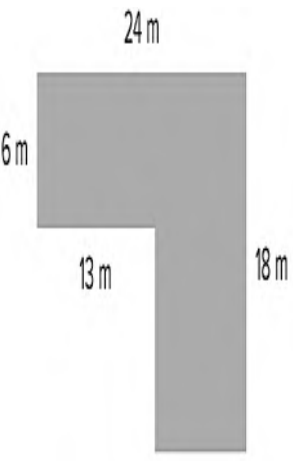| Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
											Teacher's Choices	
Maths	Number Sense and Operations	Unit 4	lesson 2 - Fill the Space	**LEARNING OBJECTIVES** • Students will define area. • Students will use formulas to calculate the area of rectangles. • Students will explain how to calculate area. **KEY VOCABULARY** area, length, two-dimensional, width	**BUILD** In this lesson, students review how to find the area of a rectangle and then learn the formula. They calculate the area of shapes and apply that understanding to solve story problems. All problems can be solved using a variety of multiplication strategies and will use numbers under 12. Students also investigate the relationship between area and perimeter.	Pages 301 - 306	Shoulder Partners - Relay Race	**1. find the area of the shape** 17 cm / 4 cm / 4 cm / 17 cm **2. find the area of the shape** 9 cm / 9 cm / 9 cm / 9 cm	Maths book	Allow students a moment to share their thoughts with a partner.	**Pages 167 - 171**	The area of a rectangle of dimensions 3 cm and 4 cm = ………. cm²

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: …………………… Date:………………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teacher's Choices						
							Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Number Sense and Operations	Unit **4**	lesson **3** - Something Is Missing!	**LEARNING OBJECTIVES** • Students will use formulas to calculate unknowns when given some dimensions of rectangles. **KEY VOCABULARY** area, dimensions, formula, perimeter, unknown	**BUILD** In this lesson, students apply area and perimeter formulas to solve for an unknown dimension in a rectangle or a square. The dimensions for the problems in this lesson go slightly higher than 10, so adjust the numbers as needed if students struggle with the multiplication.	Pages 307 - 314	Shoulder Partners - Relay Race	**1. Find the unknown side length based on the perimeter given.** 15 m Perimeter = 44 m x X = …………… **2. Find the unknown side length based on the area given.** 7 cm Area = 28 sq cm x X = …………	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 172 - 179	The area of a square of side length 7 cm = ……… cm²

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: …………………… Date:………………………… present :………… Absent: ………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit **4**	lesson **4** - Odd Shapes	**LEARNING OBJECTIVES** • Students will calculate the area and perimeter of complex shapes. • Students will explain their strategies for finding the area and perimeter of complex shapes. **KEY VOCABULARY** area, complex, perimeter	**BUILD** In this lesson, students learn and apply strategies for calculating the area and perimeter of complex shapes. Students use a variety of strategies to break shapes down into squares and rectangles to calculate their measurements	Pages 315 - 321	Shoulder Partners - Relay Race	**1. Divide this shape into smaller rectangles or squares. Then, calculate its area and perimeter. Show your work.** 24 m 6 m 13 m 18 m	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 180 - 185	The perimeter of a rectangle of dimensions 2 cm and 6 cm = ………. cm

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: ……………………   Date:………………………………   present :…………   Absent: ……………   Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Number Sense and Operations	Unit 4	lesson 5 - Growing Dimensions	**LEARNING OBJECTIVES** • Students will use area and perimeter formulas to solve multiplicative comparison problems. **KEY VOCABULARY** array, multiplicative comparison, square units	**BUILD** In this lesson, students apply area and perimeter formulas to solve multistep multiplicative comparison story problems. A multiplicative comparison is a Statement demonstrating the relationship between two numbers. Students consistently use phrases such as, "n times as long as..." to make these comparisons. Students use a variety of strategies to solve these problems.	Pages 322 - 328	Shoulder Partners - Relay Race	**1**. A rectangle is 5 centimeters wide. It is 4 times as long as it is wide. Draw the rectangle, label the dimensions, and find its area and perimeter. Area = ………. Perimeter = ……	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 186 - 191	The area of a square of side length 6 cm = ………… cm²

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… Date:…………………………… present :………. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit 5 – Multiplication Relationship	lesson 1 - Understanding Multiplicative Comparison	**LEARNING OBJECTIVES** • Students will define multiplicative comparison. • Students will model multiplicative comparison problems. **KEY VOCABULARY** estimate, multiplicative comparison, tape diagram	**BUILD** In this lesson students investigate how multiplication can be used to compare quantities. Students are introduced to tape diagrams as another strategy for visualizing multiplication and relationships between numbers.	Pages 348 - 353	Shoulder Partners - Relay Race	**Use tape diagrams or multiplication facts to compare the numbers. Be sure to show your work for each problem.** **1. Compare 15 and 3. 15 is ……….. times greater than 3.** **2. Compare 28 and 7. 28 is times ……… greater than 7.** **3. Compare 27 and 9. 27 is times ………. greater than 9.**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 195 - 198	6 x 3 = …………

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: ……………………… **Date:**……………………… **present** :……… **Absent:** ………… **Students' total number**: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **5 – Multiplication Relationship**	lesson **2** - Creating Multiplicative Comparison Equations	**LEARNING OBJECTIVES** • Students will create equations to represent multiplicative comparison problems. • Students will use letters to represent unknown quantities in equations. **KEY VOCABULARY** equation, factor, multiplicative comparison, product	**BUILD** In this lesson, students build on their understanding of multiplication as a method to compare numbers. Students create equations to represent multiplicative comparison statements.	Pages 354 - 359	Shoulder Partners - Relay Race	**Complete :** 1. 4 times greater than 3 is ………….. 2. 18 is 6 times as many as ………… 3. 2 times greater than 7 is ………… 4. 24 is 4 times as great as ………… 5. 25 is 5 times as many as …………	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 199 - 202	2 x 7 = …………

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………… **Date:** …………………………………… **present** :………… **Absent:** …………… **Students' total number:** …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit **5** — Multiplication Relationship	lesson **3** - Solving Multiplicative Comparison Equations	**LEARNING OBJECTIVES** • Students will create and solve multiplicative comparison equations. **KEY VOCABULARY** inverse	**BUILD** In this lesson, students create and solve multiplicative comparison equations. Just as in the previous lesson, it is important to note that the unknown can be in different positions in the equation.	Pages 360 - 366	Shoulder Partners - Relay Race	**Write an equation for each of the following comparisons, and then solve.** **1. What number is 5 times greater than 6?** **2. 36 is 4 times more than what number?** **3. Ayman ate 4 figs in the morning. His older brother ate 3 times as many. How many figs did his brother eat?**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 203 - 206	5 × 5= ………………

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… Date:…………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit **5** – Multiplication Relationship	lesson **4** - Commutative Property f Multiplication	**LEARNING OBJECTIVES** • Students will explain the Commutative Property of Multiplication. • Students will apply the Commutative Property of Multiplication to solve problems. **KEY VOCABULARY** array, column, Commutative Property of Multiplication, factor, horizontal, product, row, vertical	**BUILD** In this lesson, students review the concept of the Commutative Property of Multiplication and apply this property to solve equations. Students continue to use a letter to represent an unknown number and interpret their meaning in equations showing the Commutative Property of Multiplication.	Pages 376 - 380	Shoulder Partners - Relay Race	*- Apply the Commutative Property of Multiplication to complete each equation. 1. 5 x 7 = x 5 2. 20 x = 6 x 20 *- Apply the Commutative Property of Multiplication to find the unknown value. 3. 33 x 4 = 4 x a 4. b x 9 = 9 x 8	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 209 - 212	4 x 6 = ……………

| Teacher's Self Reflection ☐ | Exceeds expectations ☐ | Meets expectations ☐ | Sometimes Meets Expectations ☐ | Below Expectations ☐ |

Grade (4) class: …………………….. **Date**:…………………………… **present** :………. **Absent**: …………. **Students' total number**: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 5 – Multiplication Relationship	lesson 5 - Patterns of Multiplying by 10s	**LEARNING OBJECTIVES** • Students will apply the Identity Property of Multiplication to solve problems. • Students will apply the Zero Property of Multiplication to solve problems. • Students will identify patterns that occur when multiplying by 10, 100, and 1,000. **KEY VOCABULARY** Identity Property of Multiplication, Zero Property of Multiplication	**BUILD** In this lesson, students apply the Zero Property and the Identity Property of Multiplication and relate their understanding of multiplication and place value to identify patterns when factors are multiplied by 10, 100, and 1,000. Identifying patterns and relationships helps develop mathematical thinking and enables students to compute mentally and with efficiency	Pages 381 - 385	Shoulder Partners - Relay Race	*- What is the value of each of the following: 1. 100 x 5 = 2. ……. = 1,000 x 2 3. 700 = 7 x….. 4. 9 x……. = 9,000 5. Challenge: 4 x 10,000 = …….	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 213 - 216	3 x 10 = ………….

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………….   Date:…………………………………   present :………..   Absent: ………….   Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit 5 – Multiplication Relationship	lesson 6 - Review Exploring Patterns in Multiplication	**LEARNING OBJECTIVES** • Students will apply place value concepts to multiply by multiples of 10, 100, and 1,000. • Students will explain patterns when multiplying by multiples of 10, 100, and 1,000. **KEY VOCABULARY** multiples	**BUILD** In this lesson, students extend their understanding of patterns in multiplication, developed when they multiplied single-digit numbers by 10, 100 and 1,000. They apply this knowledge to find the products of single-digit numbers and multiples of 10, 100, and 1,000.	Pages 386 - 391	Shoulder Partners - Relay Race	**Apply the strategies you have learned to solve the problems.** 1. 900 x 3 = …….. 2. 4 x 40 = ……. 3. 8,000 x 5 = …….. 4. 600 x 3 = 3 x …… 5. 500 x …. = 3,500	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 217 - 221	2 x 3 x 10 = ……………

Teacher's Self Reflection ⬚   Exceeds expectations ⬚   Meets expectations ⬚   Sometimes Meets Expectations ⬚   Below Expectations ⬚

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Grade (4) class: …………………… Date:…………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Teacher's Choices				
								Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Mathematical Operations and Algebraic Thinking	Unit 5 – Multiplication Relationship	lesson 7 - Exploring More Patterns in Multiplication	**LEARNING OBJECTIVES** • Students will explain the Associative Property of Multiplication. • Students will apply the Associative Property of Multiplication to solve problems. **KEY VOCABULARY** Associative Property of Multiplication, Commutative Property of Multiplication, parentheses	**BUILD** In this lesson, students explore the Associative Property of Multiplication and compare it to the Commutative Property of Multiplication. Students build understanding that changing the grouping of factors in a multiplication problem with three factors does not change the product. Students are introduced to parentheses in computation and solve multiplication problems involving parentheses.	Pages 392 - 396	Shoulder Partners - Relay Race	**Work with a partner to solve the problems. Place parentheses around the factors that you will multiply first. Rewrite the factors in another order if helpful.** 1. 3 x 2 x 5 = ……… 2. 4 x 6 x 2 = ……… 3. 2 x 9 x 3 = ……… 4. 3 x 2 x 3 = ………	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 222 - 224	4 x 2 x 5 = ………………

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… Date:…………………………… present :………. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit **5 –** Multiplication Relationship	lesson **8** - Applying Patterns in Multiplication	**LEARNING OBJECTIVES** • Students will apply decomposing and the Associative Property of Multiplication to solve equations with multiples of 10, 100, or 1,000. **KEY VOCABULARY** decompose, factors, multiples	**BUILD** In this lesson, students write a multiple of 10, 100, or 1,000 as ___ × 10, ___ × 100, or ___ × 1,000. They then use the Associative Property of Multiplication to show another way to solve problems with a one-digit number and a multiple of 10, 100, or 1,000.	Pages 397 - 404	Shoulder Partners - Relay Race	**Decompose each multiple of 10, 100, or 1,000 before multiplying.** **Draw parentheses around the numbers you would multiply first, and then write the answer.** **1. 5 x 70 =** **2. 8 x 30 =** **3. 4 x 40 =** **Solve using a strategy you prefer.** **4. 6 x 90 =** **5. 7,000 x 6 =** **6. 600 x 4 =**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 225 - 228	6 x 50 = …………..

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………   Date:……………………………   present :…………   Absent: ……………   Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
										Teacher's Choices		
Maths	Mathematical Operations and Algebraic Thinking	Unit **6** — Factors and Multiples	lesson **1** - Identifying Factors of Whole Numbers	**LEARNING OBJECTIVES** • Students will define factors of a whole number. • Students will find all factors of a given number between 0 and 100. • Students will explain patterns they observe in numbers that have 2, 5, or 10 as factors. **KEY VOCABULARY** factor, factor pairs	**BUILD** In this lesson, students define factors and practice finding factors of a number. They use relationships between numbers and known multiplication facts to determine whether 2, 5, and 10 are factors of a given number.	Pages 420 - 426	Shoulder Partners - Relay Race	**1. List the factors of 40.** **2. List the factors of 36. There are 5 factor pairs.** **3. List the factors of 20. There are 3 factor pairs.**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 233 - 236	List the factors of 20

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………   Date:…………………………………   present :………..   Absent: …………..   Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **6** — Factors and Multiples	lesson **2** - Prime and Composite Numbers	**LEARNING OBJECTIVES** • Students will find all factors of a given number between 0 and 100. • Students will explain patterns they observe in numbers that have 3, 6, or 9 as factors. • Students will determine if a number is prime or composite. **KEY VOCABULARY** composite, factors, prime	**BUILD** In this lesson, students use relationships between numbers and known multiplication facts to determine whether 3, 6, and 9 are factors of a number. Students also learn to categorize a number as prime or composite.	Pages 427 - 433	Shoulder Partners - Relay Race	**List all of the factors of each number. Then, write whether the number is prime or composite. A prime number has exactly two factors: 1 and the number itself. A composite number has more than two factors. Prime or Composite?** **1. 18** **2. 21** **3. 31**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 237 - 241	List the factors of 7

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… Date:…………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 6 – Factors and Multiples	lesson 3 - Greatest Common Factor	**LEARNING OBJECTIVES** • Students will find common factors between two whole numbers. • Students will identify the greatest common factor between two whole numbers. **KEY VOCABULARY** common factor, factor, greatest common factor (GCF)	**BUILD** In this lesson, students build on their understanding of factors to find the common factors of two numbers. Students then work to find the greatest common factor of two numbers.	Pages 434 – 439	Shoulder Partners - Relay Race	**List the factors of each number. Highlight or circle the common factors of each pair of numbers. Then find (GCF)** 1. 36 and 42 2. 18 and 4 3. 20 and 30	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 242 - 245	List the factors of 24

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Grade (4) class: ……………………… Date:………………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **6** – Factors and Multiples	lesson **4** - Identifying Multiples of Whole Numbers	**LEARNING OBJECTIVES** • Students will define multiples of whole numbers. • Students will identify multiples of whole numbers. **KEY VOCABULARY** multiples, skip count	**BUILD** In this lesson, students define a multiple of a whole number. They use skip counting, patterns and known multiplication facts to identify multiples of whole numbers.	Pages 450 - 454	Shoulder Partners - Relay Race	1. 9 x 4 = 2. 6 x 8 = 3. Skip count by 8 and ill in the blanks. 8, …… ,……. , 24, ……… , ……… , 48, 4. Highlight or circle the numbers that are multiples of 3. 6, 17, 21, 15, 10, 36, 29 5. List 5 multiples of 7:	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 247 - 250	List five multiples of 3

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ………………………   Date:………………………………   present :………   Absent: …………   Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 6 — Factors and Multiples	lesson 5 - Common Multiples	**LEARNING OBJECTIVES** • Students will identify common multiples of two numbers. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** In this lesson, students learn to identify common multiples of two numbers. **Lesson Essential Question** • What is the relationship between a number and its multiples?	Pages 455 - 458	Shoulder Partners - Relay Race	**List the multiples for each pair of numbers until you find the first two common multiples for each pair.** 1. 5 and 7: 2. 6 and 9: 3. 6 and 8 4. 4 and 7:	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 251 - 253	List five multiples of 10

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… Date:…………………………………… present :………… Absent: ………….. Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 6 – Factors and Multiples	lesson 6 - Relationships between Factors d Multiples	**LEARNING OBJECTIVES** • Students will explain the relationship between factors and multiples. • Students will determine if a number is a factor or a multiple of another number. **KEY VOCABULARY** common multiple, factor, multiples, product	**BUILD** In this lesson , students make connections between what they have learned about factors and multiples to determine if a given number is a factor or a multiple of another number. This can be challenging for some students, particularly if they confuse factors and multiples. However, this work is critical as it helps students build fluency in multiplication and division and prepares them to work with fractions with unlike denominators.	Pages 459 - 463	Shoulder Partners - Relay Race	**Think about the relationships between the numbers in each group. Write at least two sentences describing what you notice. Be ready to share your thinking.** **1. 3, 6, and 12** **2. 4, 8, 16, and 24**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 254 - 257	List three multiples of 9

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: …………………… Date:………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 7 – Dividing by 1-Digit Divisors	lesson 10 - Exploring Remainders	**LEARNING OBJECTIVES** • Students will identify the dividend, divisor, and quotient of a division problem. • Students will solve division problems. • Students will explain what a remainder represents in a division problem. **KEY VOCABULARY** dividend, divisor, quotient, remainder	**BUILD** In this lesson, students apply what they have learned about multiplication, fact families, and place value to build an understanding of division. Students explore what happens when a number cannot be divided evenly into another number. They discuss the meaning and implication of remainders.	Pages 552 - 556	Shoulder Partners - Relay Race	1. There are 8 teams playing soccer. There are 9 students on each team. How many students are there in all? 2. There are 72 students on the ield. They want to make teams with 9 students on each team. How many teams will they be able to make?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 299 - 302	24 ÷ 5 = ……… And R …………

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: …………………… Date:…………………………… present :……….. Absent: ………….. Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **7** — Dividing by 1-Digit Divisors	lesson **11** - Patterns and Place Value in Division	**LEARNING OBJECTIVES** • Students will use place value, multiplication facts, and patterns with zeros to divide multiples of 10, 100, and 1,000 by one-digit divisors. **KEY VOCABULARY** dividend, divisor, quotient, remainder	**BUILD** In this lesson, students expand on their understanding of division and how it is related to multiplication. They utilize their knowledge of place value and look for patterns as they divide multiples of 10, 100, and 1,000 by one-digit divisors.	Pages 557 - 562	Shoulder Partners - Relay Race	**1. There were 540 crayons in a large bin. Students were asked to put 9 crayons in a small box for each student to use. How many small boxes will students need in order to complete this task?** **2. 6,400 ÷ 8 = ……**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 303 - 307	1600 ÷ 4 = ……..

Teacher's Self Reflection ☐   **Exceeds expectations** ☐   **Meets expectations** ☐   **Sometimes Meets Expectations** ☐   **Below Expectations** ☐

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 7 — Dividing by 1-Digit Divisors	lesson 12 - The Area Model and Division	**LEARNING OBJECTIVES** • Students will use area models to represent and solve division problems. **KEY VOCABULARY** area model, dividend, divisor, quotient, remainder	**BUILD** In this lesson, students learn how to use the area model to solve division problems. Students gained familiarity with the area model strategy when learning about multiplication. Applying the strategy to solve division problems help to reinforce the relationship between multiplication and division. Students should continue to look for patterns and place value relationships to solve problems.	Pages 563 - 569	Shoulder Partners - Relay Race	**1. An organization donated 89 books to a school. The books will be shared among 6 classrooms. How many books will each classroom get?** **2. Use the area model to solve the problems.** 455 ÷ 4 = ……….	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 308 - 310	67 ÷ 3 = …….

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ………………………   Date:………………………………   present :………..   Absent: …………..   Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Mathematical Operations and Algebraic Thinking	Unit 7 – Dividing by 1-Digit Divisors	lesson 13 - The Partial Quotients Algorithm	**LEARNING OBJECTIVES** • Students will use the partial quotients algorithm to divide dividends with up to four digits by one-digit divisors. **KEY VOCABULARY** partial quotients algorithm	**BUILD** In this lesson, students use the partial quotients algorithm to divide by one digit. As in previous lessons, students are asked to make connections between prior knowledge and new information to support their learning. Students use multiplication facts, place value, and patterns in zeros in multiplication to solve and explain division problems.	Pages 570 - 576	Shoulder Partners - Relay Race	**Write the division problem that matches each area model. Remember to include the quotient and remainder, if there is one.**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 311 - 313	124 ÷ 4 = ……..

Teacher's Self Reflection ☐   **Exceeds expectations** ☐   **Meets expectations** ☐   **Sometimes Meets Expectations** ☐   **Below Expectations** ☐

Grade (4) class: ……………………… **Date:**……………………………… **present :**………… **Absent:** ………….. **Students' total number**: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **7** — Dividing by 1-Digit Divisors	lesson **14** - The Standard Division Algorithm	**LEARNING OBJECTIVES** • Students will estimate quotients using properties of place value and patterns in multiplication and division. • Students will use the standard algorithm to solve division problems. **KEY VOCABULARY** standard algorithm, regroup	**BUILD** In this lesson, students are introduced to the standard algorithm for division and make connections to the area model and the partial quotients algorithm. Students use multiplication facts, place value, and patterns in zeros in multiplication to solve and explain division problems. They should recognize that, while all of the strategies they have learned are effective, the standard algorithm is the most efficient once it is mastered.	Pages 577 - 583	Shoulder Partners - Relay Race	**Solve the problems using the standard algorithm.** 1. 454 ÷ 3 2. 778 ÷ 2 3. 368 ÷ 3 4. 4,858 ÷ 4	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 314 - 317	72 ÷ 6 = ……..

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: …………………….. **Date:**……………………………… **present** :………… **Absent:** …………… **Students' total number**: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit **7** — Dividing by 1-Digit Divisors	lesson **15** - Division and Multiplication	**LEARNING OBJECTIVES** • Students will use properties of place value to accurately record quotients. • Students will use the relationship between multiplication and division to check the accuracy of quotients. **KEY VOCABULARY** accuracy, reasonable, regroup	**BUILD** In this lesson, students continue to practice the standard algorithm for division and determine where to place the first digit in the quotient. Students also learn how to use multiplication to check the accuracy of their quotients, with and without remainders. This lesson gives students continued opportunities to build fluency and to clear up misconceptions as they develop deep understanding of the process and meaning of division.	Pages 584 - 589	Shoulder Partners - Relay Race	**1. 346 ÷ 5** **The quotient is between and .** **Solution** **2. 1,266 ÷ 6** **The quotient is between and .** **Solution**	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 318 - 321	455 ÷ 5 = ………

Grade (4) class: ……………………… Date:…………………………… present :………… Absent: …………… Students' total number: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Mathematical Operations and Algebraic Thinking	Unit **7** — Dividing by 1-Digit Divisors	lesson **16** - Solving Challenging Story Problems	**LEARNING OBJECTIVES** • Students will organize information in story problems to determine when to add, subtract, multiply, or divide. • Students will solve story problems using addition, subtraction, multiplication, and division. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** I In this lesson, students practice all four operations— or a combination of operations —to solve problems. Students should be applying concepts from place value, multiplication, patterns in multiplication and division, and division strategies to solve and check division problems. This approach helps students understand that skills and concepts in mathematics are indeed interconnected and reveal patterns that can be used to build understanding and solve problems.	Pages 590 - 595	Shoulder Partners - Relay Race	**This student used multiplication to check their answer to a division problem. Write the division problem that matches the multiplication problem shown.** 23 × 7 21 + 140 161 ……… ÷ …….. = ……	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 322 - 326	189 ÷ 6 = ……..

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (4) class: ……………………… Date:………………………………… present :………… Absent: …………… Students' total number: …………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit **8** – Order of Operations	lesson **1** - Problem-Solving Strategies	**LEARNING OBJECTIVES** • Students will apply strategies to solve addition, subtraction, multiplication, and division problems **KEY VOCABULARY** effective, efficient	**BUILD** In this lesson, students revisit and practice strategies for addition, subtraction, multiplication, and division and build fluency in solving problems efficiently. This step is essential in preparing students to solve multistep problems in which the order of operations matters.	Pages 614 - 618	Shoulder Partners - Relay Race	**Solve using any strategy. Show your work.** 1. 1,789 + 472 = 2. 5 x 472 = 3. 725 ÷ 8 = 4. 8,572 – 188 =	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 331 - 333	213 x4 = ………

Teacher's Self Reflection ⬭   Exceeds expectations ⬭   Meets expectations ⬭   Sometimes Meets Expectations ⬭   Below Expectations ⬭

www.Cryp2Day.com

موقع مذكرات جاهزة للطباعة

Grade (4) class: ……………………..   Date:…………………………….   present :……….   Absent: ………….   Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
								Teacher's Choices				
Maths	Mathematical Operations and Algebraic Thinking	Unit 8 – Order of Operations	lesson 2 - Which Comes First?	**LEARNING OBJECTIVES** • Students will use the order of operations to solve problems with two operations. **KEY VOCABULARY** order of operations	**BUILD** In this lesson, students learn the standard order of operations and apply their new learning to solve problems involving two operations.	Pages 619 - 624	Shoulder Partners - Relay Race	Order of Operations Parentheses Multiplication and Division (left-to-right) Addition and Subtraction (left-to-right)	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 334 - 338	8 x 2 + 13 =……..

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

Grade (4) class: ……………………… **Date:**……………………………… **present** :………… **Absent:** ………….. **Students' total number**: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Mathematical Operations and Algebraic Thinking	Unit 8 – Order of Operations	lesson 3 - Order of Operations	**LEARNING OBJECTIVES** • Students will use the order of operations to solve equations with multiple operations. **KEY VOCABULARY** Review vocabulary as needed.	**BUILD** In this lesson, students follow the order of operations to solve equations with multiple operations. This practice is essential in helping students remember and apply the order of operations as they seek accuracy and fluency in computation.	Pages 625 - 629	Shoulder Partners - Relay Race	**Solve the problems.** 1. $6 \times 4 - 4 =$ 2. $100 - 80 \times 1 =$ 3. $60 + 20 - 50 =$ 4. $2,356 - 2,336 =$	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 339 - 341	$7 + 70 \div 10 - 2 =$………

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐

Grade (4) class: ……………………… Date:……………………………… present :………. Absent: ………….. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
							Teacher's Choices					
Maths	Mathematical Operations and Algebraic Thinking	Unit 8 – Order of Operations	lesson 4 - The Order of Operations and Story Problems	**LEARNING OBJECTIVES** • Students will use the order of operations to solve equations with multiple operations. • Students will write and solve an equation to represent a multistep story problem. **KEY VOCABULARY** efficient, parentheses	**BUILD** In this lesson, students apply what they have learned about the order of operations to represent and solve multistep story problems.	Pages 630 - 635	Shoulder Partners - Relay Race	1. Abdullah loves collecting stamps. He received 246 stamps for his birthday. He kept 25 of the stamps and now he wants to give the rest to 6 of his friends. How many stamps will each friend get if they share them equally?	Maths book	Allow students a moment to share their thoughts with a partner.	Pages 342 - 345	$(50 - 36) \div 4 =$……..

Teacher's Self Reflection ☐   Exceeds expectations ☐   Meets expectations ☐   Sometimes Meets Expectations ☐   Below Expectations ☐

www.Cryp2Day.com
موقع مذكرات جاهزة للطباعة